



Educational Research and Dissemination (ER&D) is an AFT professional development program for teachers, paraprofessionals, and school-related personnel. ER&D courses are grounded in scientifically-based research and meet the standards for high-quality professional development that are established in the No Child Left Behind Act of 2001. Use ER&D—and ESEA funding—to advance your local’s goals and meet the professional needs of your members.

| No Child Left Behind Act of 2001 | ER&D |
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| <p><i>ESEA funding can be used for programs:</i></p> <ul style="list-style-type: none"> • To provide high-quality professional development for teachers. • To enable paraprofessionals to become “highly qualified” • To implement comprehensive reading instruction to children in grades K-3 (Reading First program) • To provide teacher mentoring, induction, and support during the first three years | <p>The ER&D Program meets the criteria for “high-quality professional development” as outlined in the law.</p> <p>Paraprofessionals participate in all ER&D courses. A program comprised of classes in classroom management, reading, and math can be used to prepare paraprofessionals to meet a state or local academic assessment. In many places, courses can also be taken for undergraduate credits through a college or university.</p> <p>ER&D reading courses are entirely consistent with the essential components for reading instruction as outlined in the law.</p> <p>ER&D’s <i>Foundations of Effective Teaching</i> provides an ideal basis for intern and mentor teacher training.</p> |
| <p><i>Professional development shall be grounded in scientifically-based research.</i></p> | <p>Research upon which ER&D courses are based meets the standards for research as outlined in ESEA:</p> <ul style="list-style-type: none"> • Observational or experimental methods • Rigorous data analyses • Reliable and valid data across multiple studies and researchers • Can be replicated • Accepted by peer-reviewed journal |

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| <p><i>High-quality professional development activities shall:</i></p> <ul style="list-style-type: none"> • Increase teachers' knowledge of the academic subjects they teach • Improve classroom management skills • Include ways that teachers may work more effectively with parents • Be high quality, sustained, intensive, and classroom focused in order to have a positive and lasting impact; are not one-day or short-term workshops | <p>The following ER&D courses address academic content:</p> <ul style="list-style-type: none"> • <i>Beginning Reading Instruction</i> • <i>Reading Comprehension Instruction</i> • <i>Instructional Strategies That Work for All Disciplines</i> • <i>Thinking Mathematics 1: Ten Principles, Additive Structure</i> • <i>Thinking Mathematics 2: Multiplicative Structures, Proportional Reasoning</i> • <i>Thinking Mathematics 3: Fractions, Decimals, Ratio</i> • <i>Thinking Mathematics for Middle School: Journey to Algebra</i> <p>The following ER&D courses address classroom and behavior management:</p> <ul style="list-style-type: none"> • <i>Foundations of Effective Teaching I: Organizing the Classroom Environment</i> • <i>Foundations of Effective Teaching II: Building Academic Success</i> • <i>Managing Antisocial Behavior</i> • <i>Managing Student Behavior for Support Staff</i> <p>The following ER&D course addresses effective practices to foster family involvement:</p> <ul style="list-style-type: none"> • <i>School, Family and Community: Supporting Student Learning</i> <p>The ER&D program adheres to the principles of effective professional development. At national training institutes ER&D is offered as seven-day summer courses that include content knowledge and classroom-based activities. At local sites an ER&D course is defined as 30-45+ hours of in-depth training, usually delivered in a series of classes over a period of weeks.</p> |

No Child Left Behind Act of 2001

- Provide follow-up training designed to ensure that knowledge and skills are implemented in the classroom
- Developed with extensive participation of teachers
- Involve partnerships with institutions of higher education
- Be an integral part of schoolwide and districtwide improvement plans

ER&D

Follow up to the national training is provided at a three-day institute the following winter. Between the institutes regular contact is maintained via technology, with participants submitting electronically a series of reflection sheets that provides evidence of their classroom implementation of knowledge and skills.

The American Federation of Teachers' ER&D program was developed through the collaboration of classroom teachers and educational researchers. At the local level teachers and paraprofessionals serve as program coordinators and deliverers of professional development.

In many places the local union and a nearby college or university form a partnership to provide undergraduate and/or graduate credits for ER&D courses.

At many sites the local union and school district work collaboratively to provide ER&D and use the program to meet the professional development component of school and district improvement plans.

*For additional information about the
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A Union of Professionals

AFT ER&D

A Professional Development Program